

NON-VERBAL MEANS (NVM) OF COMMUNICATION. GENERAL OUTLINE

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A brand new field for study as it is not quite enough studied and still a lot of information and material is in the process of its investigation.

A wide-spread idea is that the behavior of a man is communication itself, as its different aspects bear information about communicants; and it's a well-known fact that the non-verbal means of communication are much more informative than the verbal means. The communication field under the study is a combination of 5 different disciplines, namely psychology, psychiatry, anthropology, sociology, ethnics, etc. This combination of disciplines that are human-oriented makes a mixture where human communication is studied from the psychological, physical and cultural points of view at the same time. [An Overview of Nonverbal Communication in Impersonal Relationships [\\www.nvc.net](http://www.nvc.net)].

At the same time there is no systematic description of linguistic representation of non-verbal means of communication, except for some papers, devoted to separate aspects of the given problem. (e.g. [Yanova, Vasilenko, Bartashova]).

A number of linguists points out, that there are 2 main aspects of speech influence, namely verbal and non-verbal. [Sternin, Vatslavik P., Bivin J., Jackson D.]

There is a point of view, that the verbal communication is impossible alone. Thus, we have 2 types of units: super-segment units mean that they are in the symbol language field defining it prosodic, rhythmic and intonation characteristics of an expression and also those that are out of this language field – kinetic elements of communication. Namely the synthesis of a language (segment and super-segment series) and kinetic symbols that include mimics, that is, all the gestures of a face, gesticulation and body movements, which denote the semiotic syncresity of phases in the process of spontaneous communication. [Chanysheva].

All these factors make the speech more vivid and are considered in a speech influence exclusively in their relation to speech which allows to use the term of non-verbal communication [Sternin]

Some researchers consider that modern non-verbal semiotics is comprised in general of 3 main separate studies: para-linguistics (prosody) – the study of voice codes of non-verbal communication; kinesics (kinetic behaviour – the study of gestures (kinemas, kinetic signs, kinetic elements), gesture processes and gesture systems; proximity – the study of a communicative space and spaces of communicative behaviour of an individual.

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MODES OF DISCOURSE IN THE ENGLISH LANGUAGE CLASSROOM

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The term “mode of discourse” may be used synonymously with “text type”, and traditionally falls into narration, description, exposition, and argument. The idea of employing modes of discourse for educational purposes, especially for teaching writing, was introduced in the late nineteenth century. Since then, there has always been some criticism of this approach, so the objective of the present paper is to summarize the variety of modes of discourse identified by different classifications, point out the possible drawbacks of mode of discourse pedagogy, and finally give recommendations on how to make the most of it in the English language classroom.

Considering the classic linguistic studies of text typology, one finds out that, although the classification principles can widely vary, there are a few types of written communication that are easily distinguished among the others (see Table 1).

Table 1. Traditional text types classified in terms of communicative intentions.

Classification by Text type	James Kinneavy	Eron Werlich	Robert Longacre
1	2	3	4
<i>Narration</i>	Changes are discussed from a dynamic view of reality, indicating causality as well as chronology of events.	Perceptions of factual, conceptual phenomena are differentiated in the temporal context.	Temporal succession and agent orientation are both evident.
<i>Description</i>	Focus is on individual characteristics of an object, studied in a static view.	Perceptions of factual phenomena are differentiated in the spacial context.	
<i>Evaluation (argumentation, behavioural mode)</i>	The potential for the reality to be different is considered, with the aim to “pronounce judgment”.	Relations between the concepts are evaluated through finding similarities, contrasts, and transformations.	It is the identity of the agent(s) that matters, rather than the chronology.